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Bureau of

Massachusetts Department of Education, 1385 Hancock Street, Quincy, Massachusetts 02169

TEACHER PREPARATION, CERTIFICATION AND PLACEMENT

HANDBOOK

FOR

PROGRAM APPROVAL TEAM

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
BUREAU OF TEACHER PREPARATION, CERTIFICATION AND PLACEMENT
1385 Hancock Street, Quincy, MA   02169
(Revised September, 1985)

Introduction

This handbook has been prepared to assist Chairpersons and team members as they participate in the program approval process. It suggests ways team members can better judge the completeness and accuracy of the Institutional Report (self-study). It also suggests techniques previous team members found effective in collecting evidence to document their recommendations to approve or disapprove a given program. The Handbook came into being at the suggestion of team members who since 1974 have given their services to the Commonwealth to help improve the preparation of educational personnel. The following is the direct result of their questions and concerns before, during and after participating in site visits.

Before The Visit

Although the first meeting will be an orientation session involving team members, the Chairperson and the Bureau Coordinator, team members will be better prepared for the orientation and all parts of the visit if they read this Handbook carefully before the visit. They should also read the complete Institutional Report, giving particular study to those sections dealing with their assignment(s). Close attention should be given to the Institutional Standards, (a) through (l) and the General Provisions, (10) through (15).

As important as these sections are, it is essential to bear in mind that the main purpose of the program approval process is

1. to determine whether programs are designed so that students can acquire the competencies to meet the Standards during the pre-practicum,

2.   to determine that students' performance in practicum is effectively evaluated in terms of the <u>demonstration</u> of the competencies, and

3.   to determine that a system is in place which can reasonably be expected to insure that programs reviewed will continue to meet the Standards through the five year approval period.

The above can happen only if the program has been designed to meet the Standards and if faculty, practicum supervisors and cooperating practitioners are fully aware of their roles.

Team members should become familiar with the Program Standards and associated competencies for the program(s) they will review. They will be able to ask appropriate questions only if they have a clear understanding of the <u>Regulations</u> in general.

While team members may be unable to observe all Standards, criteria and related competencies being demonstrated, the team must decide if they are being appropriately addressed. The team will also ascertain whether persons evaluating the practicums (college evaluators and cooperating practitioners) understand that students should <u>demonstrate</u> competencies in the practicum. Competencies not always observable in a practicum should be given special attention in the pre-practicum and must be demonstrated and evaluated in other experiences.

If the self-study seems to lack critical information, individuals should feel free to notify the Bureau Coordinator before the visit or certainly at the time of orientation.

It is helpful to prepare a list of questions to be asked of faculty, administration, students and cooperating school personnel. For example, if the report indicates an excellent advising system prior to student teaching, the visiting team may request documentation from faculty and ask students their perception of this process. If the report indicates all students complete required course work as part of a given program, the team should randomly examine transcripts of recent graduates to validate that statement.

Prior to the visit review the list of materials that will be available to the team. Call the Bureau Coordinator at 770-7523, 7524, 7622 if you believe additions should be made.

On and Off Campus

The team has been officially invited to the campus for a review of teacher preparation programs and a validation of the Institutional Report. If a paper review was all that was desired, there would have been no need of an on-site visit.

During an interview, it is important to refrain from suggesting that your own institution has a "better solution". It is equally important not to praise a program and indicate you will be emulating an idea on your campus. Be careful not to suggest, even informally, that the visit is going well or poorly.

Ask the Chairperson or the Bureau Coordinator for assistance if there is difficulty in gaining access to people or records. Let them know early the first day on campus if additional information is needed.

Possible questions and comments to address to professional staff:

1. To whom do you report?

2. Do you work with both undergraduate and graduate programs?

3.   What responsibilities do you have in addition to teaching?

4.   What current association do you have with schools?

5.   The self-study indicates how competencies specified in the
     communication standard are acquired. Can you elaborate on this?

6.   The self-study does not seem to address how certain field of
     knowledge competencies are acquired. Will you comment on this point?

Ask the same questions of students, student teachers, cooperating
teachers, college supervisors and other college faculty. If approval for two
levels of certification is sought, be sure to determine that competencies for
both levels are being addressed.

List names and titles of all persons interviewed: faculty, cooperating
school personnel and students. This information is needed for the written
report.

If there is an internship option in the program, ask to see the
internship forms returned by the Bureau. (Copy included with this
handbook.) Comment in the report on the appropriateness of sites used.

Examine syllabi related to the Program Standards.

Do not ask questions already answered in the self-study unless further
illustrations or verification is needed. Carefully avoid statements which
predict approval or non-approval. The confidential nature of the report is
important. Decisions and findings of the team must not be discussed with
anyone outside the membership of the visiting team during or after the visit.

Team members making pre-arranged visits to college classrooms do so to
have an opportunity to speak with students. The professor may leave or stay
in the classroom while students are questioned about their progress toward
acquiring and demonstrating the competencies.

Review on-campus library holdings and curriculum library materials that support (or fail to support) the assigned program(s).

During the on-site school visit, interview cooperating teachers, department heads and other administrators in order to evaluate the pre-practicum and practicum experiences. Time spent observing student teachers does little more than make them nervous. However, team members should be comfortable in accepting student teachers' invitations to view displays, bulletin boards, etc.

Ask whether cooperating teachers and students are familiar with the information required for the Practicum Report. An institution may design its own form as long as all information is included. (The revised Bureau form is included with this handbook.)

Ask about any orientation the cooperating teachers receive from the institution prior to the placement of student teachers and during the practicum experience. Discuss with cooperating teachers how they believe the Standards and competencies are assessed.

Collect specific evidence or illustrations to support the commendations/recommendations/suggestions you will include in the written report.

Evening Meetings

First evening: Orientation

The first evening meeting provides an opportunity for team members to become acquainted. The Bureau Coordinator will present a brief overview of the program approval process. (S)He will review the responsibilities of the Coordinator, Chair and team members. At this session the Chairperson of the team will assume the responsibility of team leader.

Additional materials will be distributed during the orientation including the daily schedule for the visit. The two-day schedule will provide an opportunity for interviews, on- and off-campus visits, inspection of facilities and a review of documents.

Another team member (with preparation similar to yours) may be assigned to review the program with you. Opportunity will be provided to share impressions of and concerns about the documents received. Team members may decide which tasks to do together and which requires a single team member. Review the schedule and advise the Chairperson or the Bureau Coordinator of any suggestions. Study the schedule of classes appropriate to your program(s).

Second Evening: Strengths and Weaknesses

Each sub-team will bring to the second evening meeting representative strengths and weaknesses (commendations and recommendations) of the program(s) under review. A presentation of approximately fifteen minutes will be made by each sub-team of strengths and weaknesses upon which final commendations and recommendations may be based.

After the presentations the Chair will direct the team in exploring problem areas which need resolution the next day on campus. Team members must make every effort to resolve problems and/or bring them to the attention of the Chairperson and the Bureau Coordinator, before leaving the institution to prepare for third evening meeting.

Third Evening: Discussion and Consensus

Sub-teams will again present strengths and weaknesses to the team.
Unresolved problem areas (Standard-related recommendations) will be of prime
importance. It is essential to provide evidence to support the final
standard-related recommendations, and any conditions referring to any deferral
of approval the team may set. The Chairperson bases the last day Exit Report
to the President of the institution on the commendations, recommendations and
conditions of approval.

The team will ultimately come to consensus about each program. Each
sub-team assigned to a given program has the chief responsibility for
collecting evidence for the evening sessions. Consensus must be reached for
each program at the last evening meeting.

When the team reaches the point where each member, though it may not be
exactly what (s)he wants, can at least support the idea, the group then has
reached consensus. This does not mean all must completely agree but there
must be at least minimal agreement.

Team Options

A team may recommend the following:

1. Approval of the program.

2. Deferral of the program, contingent upon specific conditions being met.

3. Non-approval of the program.

When approval of a program is deferred, the visiting team must specify the
Standard-related conditions to be met before that program can be recommended
for approval.

If deficiencies are so specific that the Bureau Coordinator can determine they are met, the team may suggest a follow-up visit by the Coordinator. When this determination can be made only by one knowledgeable and experienced in a specific field, the team should suggest a revisit to include such persons.

Final approval is given by the Board of Education.

The Written Report

The final team report is prepared by the Chairperson based on the written reports submitted by sub-teams for each program reviewed. The outline for the team report is found in Appendix A. An outline for each subteam is found in Appendix B.

The written report will focus on the 1) Institutional Standards 2) General Provisions and 3) the five Program Standards and competencies for the program(s) reviewed. The determination that each competency contained within the five Program Standards is or is not being met is the primary focus of the program approval process.

The Chairperson looks at the overall administration of the institution and will report on those aspects of the Institutional Standards common to all programs. Sub-team reports should contribute information re the Institutional Standards and General Provisions unique to programs reviewed. In addition, each sub-team reports on each of the five Standards. Observations, commendations and recommendations must be related to the Regulations. Other suggestions to improve programs reviewed may be offered where appropriate.

The institution is provided an opportunity to correct factual errors in the final report before it is submitted to the Board of Education.

The Exit Report

The last day of the visit the Chairperson and the Bureau Coordinator meet with the President of the institution, college coordinator for the visit, and no more than one or two others of the President's choice, for the team's decision and for an overview of the team's findings.

During the exit meeting, the institution visited will be advised which programs are recommended for approval, non-approval or deferral. In addition, representative commendations, recommendations and conditions for approval will be presented. Team decisions presented in the exit report are not debatable.

The Chairperson has thirty business days to submit the Report to the Bureau.

PRACTICUM/INTERNSHIP REPORT

Academic Year 19___ to 19___

(See 603 CMR 7.02 (10) (11) (12) (13) (14) (15) and (16))

This form is issued pursuant to regulations adopted under M.G.L. c.71, s. 38G, and it, or a form containing the same information, must be completed and filed with the Bureau by all applicants for certification.

PART I   - To be completed by the applicant with the college supervisor

1. Name: _____ Soc. Sec. No. _____

3. Address: _____

4. College: _____

5. List courses, course numbers, nature and length of three prepracticum field experiences:

    _____ ____ _____
    _____ ____ _____
    _____ ____ _____

6. Practicum (or college-supervised internship) course #: _____

    Number of Credits: _____ When Taken: _____

    Course Title: _____

7. Practicum (or internship) site: _____

8. Grade level(s) of students: _____

9. Approximate number of clock hours spent observing: _____ assisting: _____

    taking on full responsibilities of the role: _____ total _____

10. Other Massachusetts certificates or approvals held, if any: _____

11. Have any parts of the approved program been waived (Standard k)? _____ Yes _____ No

PART II   - To be completed by the college supervisor

Name: _____ Position: _____

The applicant has completed a practicum or internship designated by the College as partial preparation for the following

certificate: _____ Certificate Code #: _____

PART III   - To be completed by the cooperating practitioner

Name: _____ Position: _____

School: _____System: _____ Tenure Status:* _____

Massachusetts Certificate #:* _____ Field(s): _____

* Has a waiver of either of these two requirements been approved by the Bureau? _____ Yes _____ No

PART IV - To be initialed as indicated. (If locally sponsored internship, local evaluators should initial in place of college supervisor and cooperating practitioner).

1. At the beginning of the practicum or internship an initial meeting was held (_____) at which the Standards and the procedures for evaluation were explained to the applicant. (date)
    Applicant: _____ Supervisor: _____
    Cooperating Practitioner: _____

2. Midway through the practicum or internship a meeting was held (_____) at which the applicant's progress toward meeting the Standards was discussed. (date)
    Applicant: _____ College Supervisor: _____
    Cooperating Practitioner: _____

3. At the end of the practicum or internship a final meeting was held (_____) at which the applicant had ample opportunity to raise questions or objections. (date)
    Applicant: _____ College Supervisor: _____
    Cooperating Practitioner: _____

PART V - To be completed by the cooperating practitioner and/or college supervisor and/or local evaluator(s)

		(Please circle response)	
STANDARD I	The applicant is knowledgeable in the field of certification.	Yes	No
STANDARD II	The applicant communicates clearly, understandably, and appropriately.	Yes	No
STANDARD III	The applicant designs instruction to facilitate and encourage learning consistent with the needs and interests of the learners and maintains a sense of order and purpose in the classroom.	Yes	No
STANDARD IV	The applicant uses the results of various evaluative procedures to assess the effectiveness of instruction.	Yes	No
STANDARD V	The applicant is equitable, sensitive and responsive to the needs of all learners.	Yes	No

Cooperating practitioner _____ Date: _____
(or local evaluator)   (signature)

College supervisor _____ Date: _____
(or local evaluator)   (signature)

Mediator _____ Date: _____
(if necessary; see Regulation 7.02 (12))   (signature)

Original must be submitted with certification application

INTERNSHIP REQUEST/APPROVAL FORM

Teacher certification regulations (603 CMR 7.02 (13)) specify that "...all internships must be approved by the Bureau..." (of Teacher Preparation, Certification and Placement). Chapter 71 Section 38G authorizes school committees to employ interns who are not certified for the role "...provided approval for the employment of such personnel shall be granted by the Board...." (See excerpts from 603 CMR on reverse side.)

This form is designed to serve as a request for approval from both the employer and the sponsor of the intern.

We hereby request approval for the following internship:

Name of Intern (1) _____ Soc. Sec. No. _____

Address: _____

College or local sponsor* _____

Course number and title (See 7.02 (14) (b) _____

He/she plans to intern at _____ School during the 19___/19___ school

year in preparation for certification as a (an) _____ (field and code #)

Signed (2) _____   Signed (3) _____
Employing Superintendent or Designee   Date   College Official or Local Supervisor   Date

_____   _____
Please print name   Please print name

_____   _____
Address   Address

This request together with an application for certification in the field (if not already on file in the Bureau) should be submitted to: Director, Bureau of Teacher Preparation, Certification and Placement, 1385 Hancock Street, Quincy, MA 02169.

To be completed by the Bureau of Teacher Preparation, Certification and Placement:

> To: Employer and College Official
>
> Approval of this request is granted. _____ _____
> Director or Designee   Date
>
> cc: to (1) (2) (3) and exemption file

*N.B. Locally sponsored internships may be conducted only at approved internship sites.

603 CMR - 7.02 - GENERAL PROVISIONS (RELATING TO INTERNS)

(4) **Legal Employment.** To be eligible for employment by a school committee as a teacher, principal, supervisor, director, guidance counselor or director, school psychologist, school librarian, audio-visual media specialist, unified media specialist, school business administrator, superintendent or assistant superintendent of schools, a person must have been granted by the Board a certificate appropriate for the role or be serving under an exemption, (see (5) below), from the provisions of M.G.L.C. 71, S. 38G or M.G.L.C. 71A for that role. However, a person holding a teacher's certificate may be employed for a maximum of 20 percent of his or her time in a role and/or at a level for which he or she does not hold a certificate.

(5) **Exemptions.** The following are exempted from the provisions of M.G.L.C. 71, S. 38G or M.G.L.C. 71A, S. 6 which require the possession of a teacher's certificate:

(b) Any person legally employed as an intern.

(8) **Role.** The role covered by each certificate issued is defined by the title of the certificate. Superintendents intending to employ a professional educator in a role not obviously defined by an existing certificate must determine the most appropriate certificate by comparing the actual duties and responsibilities of the position with the certification requirements.

(13) **Internships.** An internship must be less than full-time, but at least one-fifth time, employment in the role and at the level of the certificate sought. Applicants for internships who have not been previously certified must have completed the field of knowledge requirement (if any), one-half of the pre-practicum requirement, and one-half of the practicum requirement for the certificate sought. Internships may be undertaken either under the auspices of a college or university, in which case supervision and evaluation are the responsibility of the college or university, or under the auspices of a school system authorized by the Bureau as an internship site, in which case supervision and evaluation are the responsibility of the school system. Evaluation of all internships will be based on the appropriate standards in Section 7.04 of these regulations, and all internships must be approved by the Bureau. A full internship (300 clock hours) will be accepted in lieu of a half practicum (150 clock hours).

(14) **Practicum or Internship Report.** Candidates for certification must submit a report of their practicum or internship which includes the following information:

(a) the nature and length of pre-practicum field experiences
(b) practicum or internship course number and title, date, and credits earned, or a copy of the Bureau's internship approval
(c) grade level of students
(d) approximate number of clock hours spent in fulfilling the various responsibilities of the role
(e) name and position of college or university supervisor, cooperating practitioner(s), and local evaluators, if any
(f) evidence of three meetings (at the beginning, middle, and end of the practicum or internship) of the candidate, the university supervisor or local evaluator, and the cooperating practitioner, if any

No application for certification will be approved without this report.

N.B. The following is an outline presented for your convenience. Based
on the team's evidence, please adapt the representative samples
included in this model. Do not include bold type on report.
Omit underlinings.

MEMORANDUM

TO: Massachusetts Board of Education
       cc: Commissioner Lawson

FROM: _____, Chair
       (Name)

       _____ Visiting Team
       (Institution)

RE: Attached Report of Team's Recommendations

1. The Visit
    A program review team consisting of _____ members

    appointed by the Board of Education on _____ visited
                                              (date)

    _____ from
    (Institution)
    _____ to _____ to review _____ * teacher
         (dates)   **(number)**
    preparatory programs, as provided for in 603 CMR 7.03 Institutional
    Programs and Institutional Standards.

2. Team Members

    _____
    Name   **Affiliation**   **Program Reviewed**

*Count each level, K-3, 1-6 and G or UG as separate programs.

3. Programs Recommended for Approval
    The team, having arrived at consensus, recommended the Board grant
    five year approval to the following programs:

     (Certificate)   (Level)   (Graduate/Undergraduate)

4. Comments

    The Chairperson should include an expression of appreciation to the
    institution for its cooperation. Any conditions that made the visit
    unique, but not reflected in the body of the report, may be included
    here at the Chairperson's option.

Team Report
of

Teacher Preparatory Programs at _____
(Institution)

Section I   INSTITUTIONAL PROGRAMS AND STANDARDS

603 CMR 7.03

(1) Institutional Programs

(a)   _____ is the designated official authorized
to recommend for certification those candidates who have
completed approved programs.

(2) Institutional Standards
(Please Note: These are only representative responses.)
The visiting team has seen convincing evidence that programs at
(this institution) are sufficiently established and supported to
maintain scope and quality over the five year approval period. That
evidence is supported by the following items:

(a) Accreditation

The instutution has been authorized to confer
degree(s) and is accredited by _____
and_____.

(b) Coordination and Administration

Resonsibility for coordination of teacher education programs is
vested in one unit, the _____, which is clearly and
publicly defined so all can know who is responsible for each
component of each program.

(c) Evaluation and Development

Program evaluation which involves all constituencies and which
relates to program planning is taking place. Information on
the careers of graduates is available.

(d) Faculty Qualifications and Responsibilities

Teacher preparation faculty including supervisors and advisors
are qualified and competent in their fields. The staffing
pattern is reasonable, equitable and ensures continuity.

(e) Instructional Resources

Programs are supported by sufficient instructional resources,
readily available to those who need them.

(f) Admission and Retention of Students

Well publicized, fairly administered admission and retention
criteria are directly related to the goals and standards
reflected in the regulations. Students are made aware of the
state and institutional standards they are expected to meet.

(g) Advising and Counseling

Adequate advising and counseling exist. Cumulative record
systems provide documentation of student progress in teacher
preparatory programs.

(h) Relationship with Cooperating Schools

Working arrangements with the schools and cooperating educators
have been developed by the administration and faculty to ensure
that school based activities are an integral part of teacher
preparatory programs. Cooperating school personnel are aware
of program standards and procedures and participate in program
planning. They meet regularly with faculty supervisors.

(i) General Education

Undergraduate teacher education programs rest on and are
integrated with a sound general education program in the arts
and sciences.

(j) Length of Program

Each program is of sufficient length to enable the student to
acquire the competencies specified under each Standard. This
includes at least three quarters of the semester hour
requirements for the certificate. All requirements and
prerequisites listed under Program Standards are met before
candidates are recommended for certification.

(k) Waiver of Components

The Institution has a Bureau-accepted process in place for
waiving components of its approved program. This process
requires that a candidate document, for comittee approval, that
he or she has completed courses or other experiences through
which the competencies have been acquired. The process is an
Institutional one and the criteria used to determine that a
candidate has had an opportunity to acquire the competencies is
reasonable. Records of students for whom components have been
waived show that the criteria have been appropriately applied
and documented.

(l) State Program Standards

Teacher Education programs are designed to meet the applicable
Provisions of Ch. 7.02 (see Section II) and the standards and
criteria of Ch. 7.04 (see Section III). Courses and other
experiences are designed to develop the competencies specified
under each standard. Students' in practicums and/or
internships are supervised and evaluated effectively so that
only those who satisfactorily demonstrate the competencies are
recommended for certification.

(3) Commendations, Recommendations, and Suggestions
Institutional Standards:

The Chair should list here commendations and recommendations as they relate to the Institutional Standards.

Suggestions, separately identified as such, go beyond the requirements of the regulations. Although institutions appreciate general suggestions from the team's perspective, the institution need not necessarily follow up on these suggestions in program planning.

(a) Commendations

The visiting team commends _____
for the following: (Institution)

(b) Recommendations

The visiting team makes the following recommendations:

(c) Suggestions (optional)

The visiting team suggest that _____
consider the following: (Institution)

Section II   GENERAL PROVISION

603 CMR 7.02   [(1)-(9) not applicable]

(1) General Provisions (10)-(15) and (N)   (Representative responses)

The team has determined that the institution has correctly implemented the following General Provisions that are applicable to its program.

(10) Characteristics of a Pre-Practicum

Pre-practicum courses or other experiences offered as part of each program are directly related to the appropriate standards in Section 7.04. Three courses or the equivalent completed before the practicum include substantial field-based training.

(11) Characteristics of a Practicum

Practicums are in the role and at the level of the certificate sought. They are full time for one semester or half-time for two semesters and include at least 300 clock-hours during school hours for at least twelve weeks at the site. Candidates fulfill appropriate responsibilities of sufficient duration to meet the Standards and demonstrate the competencies.

(12) Supervision of a Practicum

Practicums are jointly supervised by college and school personnel in such a way as to meet the Standards and effectively evaluate the candidate's performance in demonstrating the competencies. Appropriate provisions are made to resolve disagreements between evaluators and to determine that cooperating practitioners meet the certificate's requirements of this section. Practicums, which are described as such in official publications, receive academic credit.

(13) Internships   (Omit this section if Internships are not offered)

A system is in place to insure that interns, who have completed the necessary prerequisites, are registered with the Bureau of Teacher Preparation, Certification and Placement. Internships are more fully described under Individual Program Standards (Section III).

(14) <u>Practicum/Internship Report</u>

An effective system is in place that insures that practicum reports are completed appropriately and accurately. Explicit information regarding pre-practicum field experiences is included. Information regarding initial, midway and final meetings is noted and is available as part of the student's permanent record.

(15) <u>Practicums</u> **(or Internships)** are identified for certification at a specific level. The appropriate official at the supervising institution designates the level for which each experience is a preparation.

Respond to other <u>General Provisions</u>, such as **(9)** Community/Junior College Credit, **(24)** Language Proficiency, **(25)** Advanced High School Courses, as appropriate.

(2) Commendations, Recommendations, and Suggestions:
General Provisions

The Chair should list here commendations and recommendations as they relate to the General Provisions.

Suggestions, separately identified as such, may go beyond the requirements of the regulations. Although many institutions appreciate general suggestions from the team's perspective, the institution need not necessarily follow up on these suggestions in program planning.

(a) Commendations

The visiting team commends_____
consider the following: (Institution)

(b) Recommendations

The visiting team makes the following recommendations:

(c) Suggestions (optional)

The visiting team suggests that_____
consider the following: (Institution)

Section III   INDIVIDUAL PROGRAMS - (Recommended for approval)

<u>603 CMR 7.04</u> Individual Program and Program Standards
Recommendation: Approval
Please Note: These are <u>representative</u> team responses

The visiting team determined that programs reviewed in this section have been designed to meet the Board's Standards, that candidates will complete courses and other experiences appropriate for the development of the competencies and they will then demonstrate these competencies in practicums and/or internships.

A.   <u>Early Childhood Teacher (K-3)--Graduate</u> **(Example)**

    (1)   <u>Observations</u>
        A check of student files, transcripts, practicum report forms, conversations with students, faculty and cooperating school personnel shows all candidates meet prerequisites, semester hour and practicum requirements.

        Courses and other experiences which all candidates in this program are required to complete effectively address the competencies included in Standards I through V.

    (2)   <u>Commendations, Recommendations and Suggestions: Standards I-V</u>

        (a)   <u>Commendations</u>
            The visiting team commends _____
            for the following: (Instutition)
            (Identify each Standard as commendation is cited)

        (b)   <u>Recommendations</u>
            The visiting team makes the following recommendations:
            (Identify each Standard as recommendation is cited.)

        (c)   <u>Suggestions</u> **(optional)**
            The visiting team suggests
            that _____
            consider the following: (Institution)

The graduate program to prepare teachers of Early Childhood (K-3)
at_____ is recommended for approval.
        (Institution)

The above is repeated for each program and level recommended for approval. e.g. B. <u>Elementary Teacher (1-6) Graduate</u>

Section IV   INDIVIDUAL PROGRAMS **(Recommendation for approval deferred)**

<u>603 CMR 7.04</u> Individual Program and Program Standards
Recommendation: Approval is Deferred

Follow same outline used for approved programs, adding (d) <u>**Conditions**</u>
<u>**of Approval**</u>.

The visiting team determined that the following program does not
minimally meet the Board's standards.

A. _____
     (Program Reviewed)   **(Level)**   **(G/UG)**

    (1) <u>Observations</u>
        Present introductory observations re program reviewed.

    (2) <u>Commendations, Recommendations and Suggestions Standards I-V</u>
        (a) <u>Commendations</u>
            The visiting team commends _____
            for the following: **(Institution)**
            (Identify each Standard as commendation is cited.)

        (b) <u>Recommendations</u>
            The visiting team makes the following recommendations:
            (Identify each Standard as recommendation is cited.)

        (c) <u>Suggestions</u> **(Optional)**
            The visiting team suggests that _____
            consider the following: **(Institution)**

        (d) <u>Conditions of Approval</u> **(Identify each Standard as**
            condition is cited. Refer to page A10.)
            The visiting team finds the following conditions must be
            met before this program can be recommended for approval:

The above is repeated for each deferred program.

The Conditions of Approval must be so serious or so numerous that in the opinion of the visiting team the program does not minimally meet the Standards.

Each condition of approval is identified with the regulations. The conditions should specify precisely what the institution must do in order to remove the deferred status.

The team determines at the consensus meeting which of the following options should be carried out for each deferred program:

    1. Documentation alone is required. When it is prepared it is sent to the Bureau.

    2. Documentation is required. When it is prepared a follow-up visit is then made by the Bureau Coordinator.

    3. Documentation is required. When it is prepared a follow-up visit is made by the Bureau Coordinator, the Chairperson and/or team member(s).

Section V   INDIVIDUAL PROGRAMS (Not Recommended for Approval)

<u>603 CMR 9.04</u> Individual Programs and Program Standards
Recommendation: Not Approved

PLEASE NOTE: These are <u>representative</u> team responses.

The visiting team determined that the following program failed to meet
the Board's standards and therefore cannot be recommended for approval.

A. _____
   (Program Reviewed)   **(Level)**   **(G/UG)**

   (1) <u>Observations</u>
        Present introductory observations re the program

   (2) <u>Commendations, Chief Deficiencies re the program Standards I-V</u>

        (a) <u>Commendation</u>
             The visiting team commends _____
             for the following: (Institution)
             (Identify each standard as commendation is cited.)

        (b) <u>Chief Deficiencies</u>
             The visiting team cites the following:
             (Identify each Standard as deficiency is cited.)

The team recommends that the certification officer for _____
                                                        (Institution)
contact the Bureau Coordinator regarding a subsequent program approval
visit for the _____ program.

An official letter requesting the visit should be sent to the Bureau
Director by the President when all Institutional Standards, General
Provisions and Program Standards are addressed. Only the chief
deficiencies are cited above. A new visiting team would not be limited
to the representative problems listed here but would review all aspects
of the program vis-a-vis the Regulations.

Section VI   INDIVIDUALS INTERVIEWED

List of Individuals Interviewed (Faculty, Administrators,
Cooperating School Personnel, Students, Other)

(Interviewed)	(Position)

Working Outline for Subteam's Written Report

(**A written report must be completed for each program and level reviewed**)

Program
Reviewed: _____

Circle: Graduate, Gndergraduate, K-3, 1-6, K-9, 5-12, N-6, N-9, Ages 3-7, Various Levels, All Levels

Recommendation: _____ Approved _____ Deferred _____ Not Approved.

Team Members _____
              (Signature)   (Affiliation)

              _____
              (Signature)   (Affiliation)

Individuals Interviewed: Faculty, Administration, Cooperating School Personnel, Students, Other

Interviewed   Position   Interviewed   Position

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____

N.B. Any written notes may be made available <u>only</u> to team members during and after the visit.

Program Standards
Observations

Standard I   Field of Knowledge

Commendations/Standard-related Recommendations
(Identify as such)

Standard I

Program Standards
Observations

Standard II   Communication

Standard III   Curriculum and Classroom Management

Commendations/Standard-related Recommendations
(Identify as such)

Standard II

Standard III

Program Standards
Observations

Standard IV Evaluation

Standard V Human Equity and Sensitivity

Commendations/Standard-related Recommendations
(Identify as such)

Standard IV

Standard V

Suggestions (Optional)

Institutional Standards

General Provisions

Standards I through V

General Provisions
Observations

Commendations/Standard-related Recommendations
(Identify as such)

(10) Characteristics of Pre-Practicum

(10)

(11) Characteristics of Practicum

(11)

(12) Supervision of Practicum

(12)

(13) Internships (where applicable)

(13)

General Provisions
Observations

Commendations/Standard related Recommendations
(Identify as such)

(14) Practicum Report

(14)

(15) Level of Practicum (or Internship)

(15)

(24) Language Proficiency (where applicable)

(24)

(25) Advanced High School Courses (where applicable)

(25)

(27) Teacher of Transitional Bilingual Education
(where applicable)

(27)

Institutional Standards

Observation

(a)   Accreditation

(b)   Coordination and Administration

(c)   Evaluation and Development

(d)   Faculty Qualifications and Responsibilities

Commendations/Standard-related Recommendations
(Identify as such)

(a)

(b)

(c)

(d)

Institutional Standards
Observation

(e) Instructional Resources

(f) Admission and Retention of Students

(g) Advising and Counseling

(h) Relationships with Cooperating Schools

Commendations/Standard-related Recommendations
(Identify as such)

(e)

(f)

(g)

(h)

Institutional Standards
Observation

(i)   General Education

(j)   Length of Program

(k)   Waiver of Components

(l)   State Program Standards

Commendations/Standard related-Recommendations
(Identify as such)

(i)

(j)

(k)

(l)